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that occur in the first four books of Caesar, and has appended to each its principal derivatives as employed by Caesar and Cicero. In a second part are arranged sentences containing the words given in the vocabulary, and illustrating their use. The sentences are *bona fide* excerpts from the authors mentioned. By way of appendix, a chapter is added on the main principles in the formation of derivatives, and exercises on the declensions and conjugations.

The author's theory is, that the memorizing of the primitives, and the perception of the general principles in the composition of words that will soon arise from practice, will prove the shortest and at the same time the most effective means to the attainment of a vocabulary. There can be no doubt that the theory is a sound one. The little book before us contains an outline of the practical application of the theory. That the plan may be carried out indefinitely is obvious, and the author has accordingly left space after each root-word for the insertion of new derivatives as they occur in the pupil's later reading. The lists given in the book are in general exactly suited to the elementary character of the work. No pretence is made to fine-spun etymological accuracy. Words cognate to the root-words, as well as those derived from them, are grouped together. It is likely that in some cases the connection of words given as derivatives with the root-words will be found too remote for the beginner. *Cavtes*, for example, from *acuō*, involves a rather profound etymological principle. *Bellum* from *duo*, *vates* from *for*, and *primus* from *prae*, would not be easily grasped by a twelve-year-old boy. So, too, it would probably be as useful for a beginner to put *copia* and *imperium* among the primitives as to class them as derivatives of *ops* and *paro*. Some etymologies appear which are not only quite doubtful, but are apt to be very misleading. Such are *merces* from *cedo* (instead of *mereo*) and *clemens* from *mens*. *Pollex* from *valeo*, and *cervix* from *veho*, are probably doubtful, and certainly not useful in this book. But, in spite of such little inaccuracies in detail, there can be no question as to the value of the book in general. Many a struggling teacher will arise and call blessed the man who conceived and brought forth the little manual.

W. A. D.

SOME RECENT CLASSICAL PUBLICATIONS.

Aeschylus: the seven against Thebes. By A. W. VERRALL, M.A. New York, Macmillan. 8°.

THE literary interest that one feels in the 'Seven against Thebes' is of a purely negative kind. The play has always served as a striking illustration of

the divergence between ancient and modern criticism, both in theory and in practice; for while antiquity gave high rank to what is very little more than a dramatic monologue, or rather series of monologues, modern literary judgment has been much less favorable. Mr. Verrall, in the very admirable introduction now before us, has attempted to show that the modern view is based upon a number of "misconceptions, small in themselves, but not small in their effects;" yet he is nevertheless constrained to admit that there does exist a certain incongruity in the combination of extremely rapid, even hasty dramatic action, and the measured pomp and stateliness of the Aeschylean dialogue. In fact, as he well points out, the structural slowness of iambic verse is always open to the charge of inappropriateness, and when used by Aeschylus, who knew not the metrical arts of his successors, the discrepancy between the exigencies of the action and the measured rhythm of the verse becomes a serious bar to the success of a play like this.

Mr. Verrall has in general performed his task well. Scholars who have only known him by his 'Medea' will be agreeably disappointed in the present volume; for in it he exhibits a much riper scholarship, a much more original style of treatment, and a wider range of vision. In fact, he seems to have profited greatly by a very thoughtful criticism of his former work, which appeared some years ago in the *Philologischer Anzeiger*, by Dr. L. Schmidt, — a criticism to which, in fact, he has made a direct reference in the smaller edition of the 'Medea.' In the present commentary he is even more to be commended for what he has rejected than for what he has advanced new. While following the text of Wecklein, he has had the courage to restore some of the older readings, and, furthermore, has been able to defend them with much sagacity and taste. Thus in v. 998, where modern editors have almost universally read *εἰνοία* from the late manuscripts, Mr. Verrall properly restores *εἰνοία*, making it a substantive with *χθονὸς* depending upon it, — a reading that is not new, for it was defended by the scholiast, yet which has seldom been properly understood. Mr. Verrall rightly justifies it by referring to the *πρὸς χθονὸς . . . πάρεμνον* of vv. 993–995, and also to the ironical sentence in v. 1012, which loses much of its point if we read *εἰνοία*. In many other passages Mr. Verrall shows a similar good judgment and sober discrimination. We might, perhaps, reasonably join issue with his assertion, on p. 33, that *μαίνων εἰσέβειαν* necessarily requires a personification of *εἰσέβεια* to make tolerable Greek; for such passages as Pindar, N. III. 25, Soph. Antiq. 1044, and Eurip. Hipp. 1437, make the

ordinary usage so common as to require us to regard the non-personification in the present passage simply an Aeschylean turn of expression, by no means far removed from the language of ordinary verse.

Typographically the book is superb. A more beautiful edition of a classic one can hardly remember to have seen; and the excellent scholarship of the editor deserves the sumptuous setting.

Selections from Tibullus and Propertius. By G. G. RAMSAY, LL.D. Oxford, Clarendon pr. 16°.

Professor Ramsay has long been favorably known by his edition of his father's commentary on Ovid, — a book that has become very popular in the classroom as a practical and judicious work. The present collection of selections from Tibullus and Propertius is therefore sure of a favorable reception, though the necessity of a second edition of Propertius so soon after the publication of Professor Postgate's admirable little book might be questioned. However, Mr. Ramsay has adopted a different principle of selection, and has in view a more mixed public than that for which Professor Postgate wrote his commentary.

Caesar: book iv. of the Gallic war. By C. BRYANS, M.A. New York, Macmillan. 24°.

The fourth book of Caesar's 'Gallic war' appears in a neat little volume by Mr. Clement Bryans of King's college, Cambridge. It contains a series of Caesar primers, books i., ii., and iii. having previously appeared. It contains a vocabulary, and a set of notes that are good in their way, though scarcely full enough for the lower forms of the schools, where such a book, no doubt, must find its most numerous purchasers.

Livy: the last two kings of Macedon. Selected and edited by F. H. RAWLINS, M.A. New York, Macmillan. 16°.

A thoroughly worthless and slovenly piece of work is the edition of that portion of Livy's history relating to the kings of Macedon, and culled from books xxxi.—xxxiv. by Mr. F. H. Rawlins. The editor represents a certain set of English scholars who have yet to learn that classical scholarship has advanced in many ways during the past fifty years; and that philology is a science, and not a game of guess-work. The notes to this volume show an amount of imagination, credulity, and complacent assumption of knowledge, that would be amusing but for the fact that some of the purchasers of the book may take it seriously, as entitled to respect. A single specimen nugget from the editor's attempts at philological discussion may serve to entertain the reader.

"*Luxuria*," says Mr. Rawlins (p. 133), "by its derivation, implies a divergence from the line

of right. Similarly *scelus* is akin to *σκολιός* ('crooked')."

Now, this is all very pretty and ingenious, but unfortunately Mr. Rawlins has been misled by his desire for making etymology enforce a moral lesson, into a confusion of *luxus* from $\sqrt{\text{LAK}}$, with *luxus* from $\sqrt{\text{LUC}}$ or ultimately $\sqrt{\text{RIK}}$. On p. 122 he has not even a great ethical purpose to plead, in his attempt to explain *dubius* as cognate with *βαίνο*, *βάσις*, and hence rendered 'going two ways.' A few references to Corssen would have prevented such unnecessary errors as these, and many more besides.

H. T. PECK.

TWO WORKS ON PEDAGOGY.

THESE two books on the same subject, by experienced teachers, have, as might be expected, many points in common.

Both authors are well known in the educational world, Dr. Hewett being the president of Illinois state normal university, and Mr. White being the superintendent who has undertaken the re-organization and development of the Cincinnati public schools.

Both books are written after considerable experience in teaching, and both insist on basing pedagogy on psychology. This is the chief merit of each of these works. They tell us in unmistakable language that the day of empirical teaching is over, and that hereafter the teacher must know not only the subject to be taught, but also the pupil to whom it is to be imparted. While repeating that this insistence on psychology as the foundation of pedagogy is the peculiar merit of these books, yet we must add that in both, the psychological chapters are far less valuable than the strictly pedagogical. The authors would seem to have seen a fundamental truth in outline only: the power to develop it and grasp it in detail they show little evidence of possessing. Then, too, their psychological nomenclature and terminology are not always the best and most exact.

The pedagogical portions of these books, particularly Mr. White's, are very good. Mr. White deduces from psychology seven fundamental principles of teaching, which are these: 1°. Teaching, both in matter and method, must be adapted to the capability of the taught; 2°. There is a natural order in which the powers of the mind should be exercised, and the corresponding kinds of knowledge taught; 3°. A true course of instruction for elementary schools cuts off a section of presenta-

A treatise on pedagogy. By EDWIN C. HEWETT, LL.D. Cincinnati, Van Antwerp, Bragg, & Co. 12°.

The elements of pedagogy. By EMERSON E. WHITE, LL.D. Cincinnati, Van Antwerp, Bragg, & Co. 12°.